

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Sept. 23-27, 2013

	DOL, Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: News from Market
N	<u>Spelling: a/, e/ a-e, i-e, oo, ea, ee</u>		Morning News ; Spelling/Rhyme Chart
D	Challenge words in dict. Sentence		Students will review information
A	<u>Phonics Charts-# 13-14 titled:</u>		on KWL; finish a story map;
Y	When You Can Read; Who Has Seen Wind		Genre study & Guided Rdg. Group
	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Oral Language/ News Book		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Responsibility		CAFE components
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Spelling/Charts
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	Oral & Silent Rdg: Book Week News ;
E	<u>Spelling: a/ e/ae/ie/oo, ea, ee</u>		Read the TV News
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #13-14 Titled:</u>		characters; settings, sequence
A	When You Can Read; Who Has Seen Wind		events, predict author's message
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Character Education word:		Someone, Listen to Reading, Word
	Responsibility		Works, Work on Writing
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - P.E.	Neighborhood News
D	<u>Spelling: a, e, ee, ie, oo, ea, ee</u>		Story Plot, major and minor
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<u>Phonics Chart - #13-14 titled:</u>		Describe how setting is
D	When You Can Read; Who Has Seen Wind		conveyed & similarities. CAFE comp.
A	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
Y	Character Education word:		Someone, Listen to Reading, Word
	Responsibility		Works and Work on Writing
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	News From Market; Morning News
U	<u>Spelling- e, ee, ie, oo, ea, ee</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 13-14 Titled:</u>		the author's message of the story.
D	When You Can Read; Who Has Seen Wind		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works and Work on Writing
	Responsibility		and CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 - Art	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - P.E.	Book Week News; Neighborhood News
R	<u>Spelling: e, ea, ie, oo, ea, ee</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #13-14 Titled:		complete, coherent sentences.
A	When You Can Read; Who Has Seen Wind		Daily 5 - Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Responsibility		and CAFE Components

CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how	about tables and graphs and various problem solving strategies.
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly
<u>Spelling Objectives -</u>	Review of a, i, e, o, u. a-e, i-e, o-e, u-e, ee, ea words
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will unde	learn all about how to care for the land
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each stu	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart	
<u>Explicit Oral Language Objective:</u> Oral	reading and discussion using poetry I
<u>Weekly Reader Objective:</u> students	will learn about nocturnal animals
<u>Social Studies -</u> Students will learn ab	about various land forms.

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss
<u>Mathematics:</u>	Work with surveys and tallies

COMMON CORE STANDARDS:

Reading: Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding
Writing: Write opinion pieces in which they introduce the topic or book they are writing about
Speaking and Listening: Participate in collaborative conversations with diverse partners about 2nd grade topics
Language Arts Participate in collaborative conversations with diverse partners about grade 2 topics
Math Standards Make sense of problems and work on tables and graphs and daily reasoning.
Technology Standards: Select from several teacher-selected internet sites to locate information.
Social Studies Standards: Analyze U.S. Historical eras to determine connections and cause and effect relationships
Science Standards: Make a timeline to indicate the life cycle of an insect. Use scientific thinking skills of observing.

<u>Math</u> 11:30-11:35 Guess numbers on the number line Standards: M1, M2 M5-M6	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:-05 10 minutes math routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SSR Time/Silent Reading</u> <u>12:35-12:55</u>	<u>SuccessMaker</u> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in computer lab
<u>Math</u> 11:30-11:35 Counting sets of numbers	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:-05 10 Minute Math Routines	<u>Lunch</u> 12:05-12:35	<u>SSR Time/Silent Reading</u> <u>12:35-12:55</u>	<u>SuccessMaker</u> <u>12:55-1:15</u> This program provides targeted practice and interventions in the computer lab.
<u>Math</u> 11:30-11:35 Using various strategies for counting	<u>Recess</u> 11:35-11:50	<u>Math</u> 11:55-12:-05 10 Minute Math Routines Standards: M5-M6 T1, T2	<u>Lunch</u> 12:05-12:35	<u>SSR Time/Silent Reading</u> <u>12:35-12:55</u>	<u>SuccessMaker</u> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in computer lab
<u>Math</u> 11:30-11:35 Exploring 100's chart clocks, counting money	<u>Recess</u> 11:35-11:50	<u>SSR Silent</u> Reading 11:50-12:00	<u>Lunch</u> 12:05-12:35	<u>SSR Time/Silent Reading</u> <u>12:35-12:55</u>	<u>SuccessMaker</u> <u>12:55-1:15</u> This program provides targeted practice and interventions in the computer
<u>Math</u> 11:30-11:35 Exploring counting routines	<u>Recess</u> 11:35-11:50	<u>SSR Silent</u> Reading 11:50-12:00	<u>Lunch</u> 12:05-12:35	<u>SSR Time/Silent Reading</u> <u>12:35-12:55</u>	<u>SuccessMaker</u> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading

					and math in computer lab

and finding combinations of 10
spelled words.

idents level.

&; characters & plot

and familiar texts.

cial, academic, and occupational situations.

ships in reference to chronology.

tinguish long and short vowels

	<u>Char.Ed./</u>			
<u>Math</u> <u>1:15-2:00</u> Pg. 124-127 Students will be learning about generating equivalent expressions for various numbers. Finding two addends that make 10 Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Poetry</u> <u>1:45-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Moral instructions for Charact. Education	<u>Recess</u> <u>2:00-2:15</u>	<u>Creat.Writ.</u> <u>2:15-2:30</u> Students will be composing various stories to enhance the import. of learning writing skills.	<u>RTI</u> <u>2:30-3:00</u> Students will learn how to look up topics in a glossary.
<u>Math</u> <u>1:15-2:00</u> Pg. 128-129. Student will be working with combinations of 10 Practice Enrichment:Promethean for reteach and practice. Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Poetry</u> <u>1:45-2:00</u> Students will read and understand various forms of poetry. Char.Ed./	<u>Recess</u> <u>2:00-2:15</u>	<u>Creat.Writ.</u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u>RTI</u> <u>2:30-3:00</u> Students will work on learning how to look up information in the encyclopedia for research.
<u>Math</u> <u>1:15-2:00</u> Pg.33-34. Students will be learning about daily reasoning 4.3 for reteach with practice. and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Poetry</u> <u>1:45-2:00</u> Oral reading and discuss. of explicit oral language using poetry books. Char.Ed./	<u>Recess</u> <u>2:00-2:15</u>	<u>Creat.Writ.</u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u>RTI</u> <u>2:30-3:00</u> Students will be learning parts <u>and performing</u> a Reader's Theater for the class.
<u>Math</u> <u>1:15-2:00</u> Pg. 35-36. Students will be working with number sense problem solving & daily reasoning 4.4- Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Poetry</u> <u>1:45-2:00</u> Students will read and understand various forms of poetry. Char.Ed./	<u>Recess</u> <u>2:00-2:15</u>	<u>Creat.Writ.</u> <u>Students</u> will be composing various stories to enhance the import. of learning writing	<u>RTI</u> <u>2:30-3:00</u> Students will be reading various types of books including several non-fiction genre
<u>Math</u> <u>1:15-2:00</u> Pg 27-28. Students will be learning problem solving strategies Pract. & Enrich. 4.5 Promethean	<u>Poetry</u> <u>1:45-2:00</u> Oral reading and discuss. of explicit	<u>Recess</u> <u>2:00-2:15</u>	<u>Creat.Writ.</u> <u>Students</u> will be composing various	<u>RTI</u> <u>2:30-3:00</u> Students will be learning all about various ways

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Science/S.Studies

Weekly Reader/JA

3:00-3:25

Science-pg.A8- A16

Students will be

learning about how
we care for the land.

Weekly Reader-

We will be learning about
nocturnal animals

[Dismiss - 3:30](#)

Social Studies - Pg 1-10

3:00-3:25

Students will learn

about rural areas

and natural resources.

[Dismiss - 3:30](#)

Weekly Reader- 3:00-3:25

Students will learn about
what animals are
awake after dark.

Use Promethean Board
for learning about
animal habitats and
interactive flip charts.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make
posters in small groups
depicting all kinds
of life cycles.

We will find various
life cycles on the
Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning
about the life cycle of
plants and various

animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30